

MTSS

A committee is working to shift from a model of RtI to a MTSS. This is evidenced by

- A written instructional framework that is going through multiple levels of review by many levels of stakeholders throughout the system.
- A universal screener (math) being piloted at two elementary schools at the K & 1 level.
- Our CORE curriculum is being strengthened by the implementation of a new writing resource and a new math resource and an updated science resource.

As a result the district will have a more cohesive instructional program across all K-5 settings and the 6-8 buildings.

How does the committee communicate its progress thus far to the district while gearing up for the necessary changes for marrying PBIS and academics in year two?

Written Curriculum

Teacher committees are working on K-5 written curriculum frameworks for ELA and Math, which will provide guidance to teachers in providing a positive, equitable, inclusive learning experience that is whole child focused. This is evidenced by:

- K-5 ELA teacher teams meeting (2x to date) and being guided by Angela Lalor since September, leading to revisions of six ELA units
- K-5 Math teacher teams meeting and being guided by Margie Pligge since September, leading to the development of Trimester Math Resource Guides
- Administration meeting and developing common understandings and guiding principles for the written curriculum that will guide the D97 process

As a result all D97 students will have common learning opportunities and experiences.

How will D97 begin to plan for the professional learning to support the adults in the organization to understand the components in this written curriculum?

FAR

Grade level teacher teams have been working with the FAR process once a week at the elementary level and at least one time a month since August for middle level. This is evidenced by

- The professional learning calendar
- Conversations with association leadership about the change in practice
- Team meeting agendas
- Conversations at Weekly ILT Meetings
- Attendance at on-going FAR coaching and training sessions

As a result teams are changing the conversation to what students are able to know and do as a result of the learning.

How does the district support FAR next school year?

Eureka Math

K-5 teachers are implementing a new core resource to consistently address the Illinois Learning Standards in Mathematics, across the district. This is evidenced by:

- Students having similar math curricular experiences across all eight elementary buildings
- Teachers attending professional learning about Eureka Math on Institute Days
- A survey being administered to teachers at the end of Trimester 1 to seek their feedback about implementation and suggestions for further support (Last Friday)
- Mid- and End-of-Year summative assessments being used across the grade levels
- Lessons, fluency sprints, and exit tickets being used across the grade levels
- Manipulatives provided to teachers across the grade levels, as needed

As a result, there is consistency across all the eight elementary buildings with the math curriculum with the expectations for all D 97 students.

How can we develop pre-assessments created for each module so that the assessment system is intact for Eureka at each grade level?

Curriculum Implementation

The new curricular resources are being monitored by school leadership. This is evidenced by

- Principals meeting with instructional coaches on a weekly basis.
- Principals meeting with ILT's on a weekly basis.
- Principals meeting with SIT teams on a bi-weekly basis.
- Principals focusing on classroom visits two times a week.

As a result, all of our principals and teachers working to build a cohesive system of support within each school, to shift and change culture and instructional practices.

What supports or resources are still needed to help with this shift?